

Pelion Middle

758 Magnolia Street
Pelion, South Carolina 29123

Grades	5-8 Middle School	
Enrollment	855 Students	
Principal	Tim Stepp	803-894-2050
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	Albert J. Dooley Jr.	803-359-0844

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	16	26	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No
2005	Average	Unsatisfactory	No

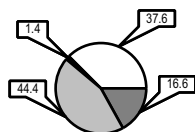
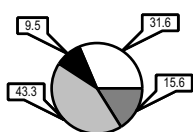
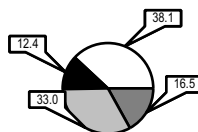
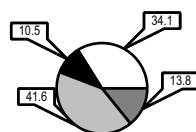
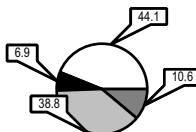
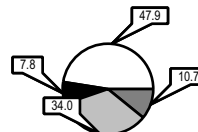
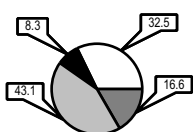
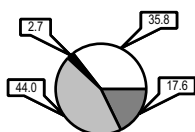
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	850	99.9	37.5	44.5	16.6	1.4	27.2	No	Yes
Gender									
Male	455	99.8	46.0	41.2	12.4	0.5	20.0		
Female	395	100.0	27.9	48.2	21.4	2.4	35.5		
Racial/Ethnic Group									
White	761	99.9	35.9	45.1	17.6	1.4	28.6	No	Yes
African American	65	100.0	56.7	36.7	5.0	1.7	8.3	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	43.8	43.8	12.5	0.0	31.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	706	100.0	30.1	49.0	19.2	1.7	31.2		
Disabled	144	99.3	74.2	22.0	3.8	0.0	7.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	850	99.9	37.5	44.5	16.6	1.4	27.2		
English Proficiency									
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	838	99.9	37.4	44.4	16.8	1.4	27.2		
Socio-Economic Status									
Subsidized meals	536	99.8	41.4	46.2	11.8	0.6	21.9	No	Yes
Full-pay meals	314	100.0	30.9	41.6	24.7	2.7	36.4		

Mathematics – State Performance Objective = 36.7%									
All Students	850	100.0	31.6	43.3	15.6	9.5	38.4	Yes	Yes
Gender									
Male	455	100.0	32.5	41.8	15.4	10.2	39.4		
Female	395	100.0	30.6	45.0	15.7	8.7	37.1		
Racial/Ethnic Group									
White	761	100.0	29.5	44.3	16.3	9.8	39.9	Yes	Yes
African American	65	100.0	56.7	33.3	5.0	5.0	20.0	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	37.5	37.5	18.8	6.3	31.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	706	100.0	25.4	45.7	18.0	11.0	44.1		
Disabled	144	100.0	62.4	31.6	3.8	2.3	9.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	850	100.0	31.6	43.3	15.6	9.5	38.4		
English Proficiency									
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	838	100.0	31.5	43.4	15.6	9.5	38.5		
Socio-Economic Status									
Subsidized meals	536	100.0	35.9	42.5	13.8	7.8	32.9	No	Yes
Full-pay meals	314	100.0	24.4	44.7	18.6	12.4	47.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	850	100.0	38.1	33.0	16.5	12.4	28.9
Gender							
Male	455	100.0	39.0	29.7	15.7	15.7	31.4
Female	395	100.0	37.1	36.9	17.3	8.7	26.0
Racial/Ethnic Group							
White	761	100.0	36.6	32.9	17.2	13.4	30.5
African American	65	100.0	56.7	33.3	10.0	0.0	10.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	43.8	37.5	12.5	6.3	18.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	706	100.0	30.4	35.8	19.3	14.5	33.8
Disabled	144	100.0	75.9	19.5	2.3	2.3	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	850	100.0	38.1	33.0	16.5	12.4	28.9
English Proficiency							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	838	100.0	37.9	33.0	16.5	12.5	29.1
Socio-Economic Status							
Subsidized meals	536	100.0	45.1	30.7	15.4	8.8	24.2
Full-pay meals	314	100.0	26.1	37.1	18.2	18.6	36.8

Social Studies							
All Students	850	100.0	34.1	41.6	13.8	10.5	24.3
Gender							
Male	455	100.0	35.2	36.3	14.7	13.8	28.5
Female	395	100.0	32.8	47.7	12.7	6.8	19.5
Racial/Ethnic Group							
White	761	100.0	33.1	41.5	14.5	11.0	25.5
African American	65	100.0	43.3	48.3	5.0	3.3	8.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	50.0	25.0	18.8	6.3	25.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	706	100.0	26.6	45.1	16.1	12.2	28.3
Disabled	144	100.0	70.7	24.8	2.3	2.3	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	850	100.0	34.1	41.6	13.8	10.5	24.3
English Proficiency							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	838	100.0	33.7	42.0	13.8	10.5	24.3
Socio-Economic Status							
Subsidized meals	536	100.0	38.3	42.9	11.0	7.8	18.8
Full-pay meals	314	100.0	26.8	39.5	18.6	15.1	33.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	200	100.0	39.6	47.2	12.7	0.5	13.2
	6	230	100.0	31.4	38.9	27.9	1.8	29.6
	7	219	100.0	42.5	44.3	10.8	2.4	13.2
	8	223	99.6	29.4	54.6	14.2	1.8	16.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	32.1	45.2	22.6	0.0	22.6
	6	210	100.0	44.7	35.7	17.1	2.5	19.6
	7	243	100.0	35.4	49.8	14.3	0.4	14.8
	8	211	99.5	37.2	46.7	13.6	2.5	16.1
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	200	100.0	32.0	44.2	13.7	10.2	23.9
	6	230	100.0	25.2	38.1	25.2	11.5	36.7
	7	219	100.0	37.3	38.7	17.0	7.1	24.1
	8	223	99.6	39.9	43.6	12.8	3.7	16.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	29.2	44.0	13.7	13.1	26.8
	6	210	100.0	28.6	41.2	20.6	9.5	30.2
	7	243	100.0	33.6	37.2	17.0	12.1	29.1
	8	211	100.0	34.5	51.5	10.5	3.5	14.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	45.8	31.5	14.9	7.7	22.6
	6	210	100.0	35.7	32.2	18.6	13.6	32.2
	7	243	100.0	36.3	32.7	15.7	15.2	30.9
	8	211	100.0	36.0	35.5	16.5	12.0	28.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	186	100.0	36.9	45.2	11.3	6.5	17.9
	6	210	100.0	22.6	39.7	20.6	17.1	37.7
	7	243	100.0	40.4	37.2	11.7	10.8	22.4
	8	211	100.0	36.0	45.5	11.5	7.0	18.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 855)				
Students enrolled in high school credit courses (grades 7 & 8)	5.7%	Down from 10.4%	14.4%	15.5%
Retention rate	4.5%	Up from 1.9%	3.5%	3.0%
Attendance rate	95.2%	Up from 94.9%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Down from 4.4%	5.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Down from 4.0%	5.2%	4.6%
Eligible for gifted and talented	6.9%	Down from 11.0%	14.3%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.3%	No change	15.6%	13.6%
Older than usual for grade	3.6%	Up from 2.4%	5.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.4%	0.7%	0.8%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 64)				
Teachers with advanced degrees	57.8%	Up from 50.8%	50.0%	51.8%
Continuing contract teachers	82.8%	Down from 84.6%	81.1%	78.1%
Highly qualified teachers	88.1%	Up from 86.7%	88.9%	89.6%
Teachers with emergency or provisional certificates	7.0%	Up from 5.3%	7.0%	6.0%
Teachers returning from previous year	85.0%	N/A	84.5%	85.4%
Teacher attendance rate	95.6%	Down from 95.9%	94.7%	94.9%
Average teacher salary	\$40,070	Down 0.2%	\$40,070	\$41,328
Prof. development days/teacher	11.1 days	Down from 11.8 days	11.5 days	11.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 16.4 to 1	21.2 to 1	21.3 to 1
Prime instructional time	90.2%	Up from 89.7%	88.8%	89.3%
Dollars spent per pupil*	\$6,615	Up 14.9%	\$5,760	\$6,022
Percent of expenditures for teacher salaries*	62.0%	Up from 61.7%	62.4%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	89.0%	Up from 88.4%	95.2%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.1%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parent/Guardian:

Pelion Middle School had an exciting and rewarding year. We continued to focus on student achievement, home-school relations and school attendance as our primary goals. We went through the Southern Association of Colleges and Schools review process and did some extensive planning for the next five years as a result.

Our data team recommended several strategies to improve student achievement. Students now set goals to increase their Measures of Academic Progress (MAP) scores. MAP is a test with diagnostic information that is correlated to the PACT test. We employed a mathematics coach and a literacy coach who worked with teachers and students. We continued to provide academic assistance for students who scored below basic in mathematics and/or English/Language Arts during a 50-minute-long exploratory period. For that same group of students, we offered an after-school program designed to strengthen targeted academic weaknesses.

As a strategy to improve home-school relations, each teacher sent home four positive postcards each month highlighting students' academic achievements. Teachers also recorded positive telephone calls made to parents. We implemented an academic fair night which provided time for parents to explore the adventures of their child's school day.

Student attendance continues to be a top priority. We continued our "PAYDAY" program. Homerooms with the best attendance were recognized on a monthly basis. One homeroom per grade level with the best attendance received "PAYDAY" candy bars. The homeroom with the best attendance for the school received Payday candy bars and a pizza party. We also continued an attendance intervention team which held a conference with students and parents after the student's third unexcused absence. Our automated telephone system called the parents of absent students each day. As a result of these efforts, we have seen a steady increase in our attendance.

Pelion Middle School students represented our school well in academic and fine arts programs. Nine of the 20 eighth-grade students who qualified for PSAT testing were named South Carolina Junior Scholars. One seventh-grade student was named a Duke TIP scholar on the basis of his score on the SAT. Our fine arts programs received numerous awards.

One hundred percent of our students participated in school sponsored service learning projects. Service learning activities included "Pennies for Patients," Juvenile Diabetes Research Foundation, and "Relay for Life."

We cherish our relationship with you and your child. Working together, we can continue to provide a quality education for our children.

Tim Stepp, Principal, and Liz Grant, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	65	188	64
Percent satisfied with learning environment	77.8%	66.8%	76.2%
Percent satisfied with social and physical environment	75.8%	70.1%	67.2%
Percent satisfied with school-home relations	35.9%	73.3%	68.3%

*Only students at the highest middle school grade level at this school and their parents were included.